



Rhode Island's Career Resource Network

News Corner

Volume 3, No. 4

Winter 2004

Support for Academic and Career Counseling Programs



National Career Development Guidelines - 2004 Revision Now Available

The long awaited revision of the *National Career Development Guidelines* (NCDG) is now available. At this time, only the framework is ready, with activities and other features to be added as they are completed. This publication provided the foundation on which many quality career development programs have been built, including the Standards of the American School Counselor Association (ASCA).

The revised edition is available on the web site of America's Career Resource Network (ACRN), www.acrnetwork.org. The Internet version eliminates printing and distribution costs, and also provides more options on how the information can be accessed.

The NCDG framework includes three domains of competency, goals under each domain, and indications of mastery for each goal. The domains are:

- * **Personal Social Development**
- * **Educational Achievement and Lifelong Learning**
- * **Career Management**

In the Career Management (CM) domain, for example, there are five goals:

- CM1 Create and manage a career plan that meets your goals.
- CM2 Use a process of decision-making as one component of career development.
- CM3 Use accurate, current and unbiased career information during career planning and management.
- CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
- CM5 Integrate changing employment trends, societal needs, and economic conditions into your career plans.

Under each goal are several indicators, coded as "K" (Knowledge), "A" (Application), or "R" (Reflection). For example, the first three indicators under goal CM2 are:

- CM2.K1 Describe your decision-making style (e.g. risk taker, cautious).
- CM2.A1 Give examples of past decisions that demonstrate your decision-making style.
- CM2.R1 Evaluate the effectiveness of your decision-making style.

There are nine such sets of indicators under CM2 at increasing levels of career management development. When complete, the NCDG web site will include suggested activities for each indicator, a section on "Using NCDG," and links to information for students, parents, teachers, and counselors.

Educators at all levels will find the NCDG useful in planning and evaluating career development programs. The goals and indicators provide a framework for designing a career development program or for individual classes in such a program. They can serve as a basis for selecting quality activities and materials and to provide a tool for developing evaluations.



Thanks to Johnson & Wales University

A very special thanks to Johnson & Wales University for providing a site and food for the October 19th presentation by Phil Jarvis, Career Development of Students in a Changing World. Robert Forcier, Manager of Career Management Education at J&W coordinated the effort.

Approximately 120 persons involved with career development of students or adults attended, and about one quarter of them requested the CD of materials which Phil Jarvis offered. Many of those attending commented on how much the meeting expanded their understanding of the career development process.

There were also many positive comments about the beautiful setting in the Culinary Archives and Museum. The museum is open to the public for a small admission fee, and is well worth a visit by anyone interested in the preparation of food. For information call 598-2805.

Thanks also to those who helped in the planning and marketing of the event: the R. I. Office of Higher Education, the board of the Rhode Island School Counselor Association, R. I. Department of Education, and the School-Based/ Industry Field Coordinators Network.



Real Game News

The National Life/Work Center, distributor of the Real Game materials, announced a price increase effective Nov. 1st. Each of the six kits will now cost \$295. Updated order forms with the new prices can be viewed or downloaded from www.realgame.org.

Consideration is being given to developing a Spanish language edition of *The Real Game*, designed for grades 7-8. If your school/organization would be interested in a Spanish edition (probably two or three years in the future), please call or email Tom Culhane (462-8746, tculhane@dlr.state.ri.us). Your input will be very useful to the Real Game organization in determining whether to proceed with this project.

Computer-Assisted Career Guidance

Bridges Transitions, Inc. has replaced Bridges.com as the name of the company which partners with the CRN in providing computerized guidance products in Rhode Island.

Jared Shady, who for many years has provided Choices training, has been assigned to new responsibilities. His in-depth knowledge of education, counseling, and the Bridges products will be missed. Replacing him as regional manager is Roslyne Scott. Her office is located at Bridges headquarters in Kelowna, British Columbia. We in Rhode Island are likely to have contact with her primarily by telephone or email.

New names have been given to the latest and improved editions of some Bridges products. Choices CD replaces Choices; Choices Planner replaces eChoices; Choices Explorer replaces CX Online.

Paws in Jobland, the career development program for elementary schools, is no longer available on a CD. An Internet based replacement is currently being developed.

Choices Planner users will find several improvements in this product before January 2005 including features that previously were available only in the CD version. The Interest Profiler will be available in Spanish. The Scholarship Finder will be added. Postsecondary institution profiles will include links to application web sites. Other improvements are in the portfolio and administrative reports. It is not necessary for *Planner* users to take any action to take advantage of the new features.

Additional data is now available for Choices CD 2005, with approximately 200 new schools in the database. To update your program, go to www.bridges.com. Under **Support** (on the left side of the screen), click on **Product Updates**. On the next screen, click on **Choices CD Edition**. Select the update for the type of computer you use. Download the file to the same folder in which you loaded Choices. After downloading, open the folder to which you downloaded the file, and click on it. The installation program will then install the update.

Occupational Focus: Professional Athlete

Many students select "baseball player" or other athlete when asked, "What would you like to be." However, they should know that very few athletes ever become professional athletes. Professional athletes get paid for playing before an audience. They are performers/entertainers, a lot like actors and musicians. They must perform well or risk losing. If they don't play well, they won't last long.



The work of professional athletes is very demanding. They must be in the best possible shape, so most work out all year. They face the constant threat of injuries that could end their careers. Therefore, this kind of job can be quite stressful.

During the regular season, professional athletes often practice more than 40 hours a week. They may have other duties as well - for instance, going to meetings or watching films about the opposition. Athletes often move to the place where their team is located. Professional athletes often have curfews and other restrictions on what they can do.

Playing organized sports at an early age can help prepare someone for this occupation. Most pro athletes played their sport in both high school and college. Schools usually require that students have good grades to play their sport. Those wanting this kind of career must keep up their studies.

Median annual earnings of athletes in the United States were \$45,320 in 2002—this means that half earned more than this amount and half earned less. The lowest-paid ten percent earned less than \$14,090, but the highest-paid ten percent earned \$145,600 or more. In Rhode Island, the median is somewhat higher, \$59,270. Only the star professional, however, earns "big" money. Those in the "minors" earn very little.

In 2002, 158,000 people in the United States held jobs as athletes, coaches, umpires, and sports-related workers. Jobs for these occupations are expected to increase about as fast as the average for all occupations through the year 2012. Competition is intense for the relatively few professional athlete jobs. Some sports, like baseball, have "minor" leagues where jobs are a little easier to get, but you still must compete with many other people. Also, this profession doesn't offer much job security; an athlete can lose a job because of an injury, or can be replaced by a "better" player at any time.

Students who want a career in athletics should also consider related occupations such as athletic trainers, recreation and fitness workers, or recreational therapists. So-called crossover occupations in such fields as sports medicine and sports journalism are also worth considering.



For more information on this and other occupations, see the *Choices* computer program or the *Occupational Outlook Handbook*, available on the Internet at <http://stats.bls.gov/oco/home.htm>.

What's New in the CRN Corner?



The RI Center for Agricultural Promotion and Education (RICAPE) is a non-profit organization of farmers, gardeners, agricultural professionals, educators, chefs, and business and community leaders dedicated to promoting Rhode Island's agriculture industry and educating people about it. You can request RICAPE's email newsletter by sending a message to ricape@earthlink.net.

Occupational Projections to 2012 for Rhode Island are now available on the Labor Market Information web site at www.dlt.ri.gov/lmi. National projections are available on the US Dept. of Labor web site www.bls.gov/emp/optd/home.htm. A more user-friendly explanation of the national projections is in the Winter 2003 issue of the *Occupational Outlook Quarterly*, available at www.bls.gov/opub/ooq/2003/winter/contents.htm.

Women in Nontraditional Careers are presented in the *Her Own Words* series of 15-minute videos. The newest of the 14 videos, *Women in the Automotive Industry*, highlights nine women who work in a wide variety of occupations (used-car sales manager, automotive-technology instructor, leasing manager, auto-repair shop owner/operator, automotive-tool distributor, and several automotive technicians). For more information visit: <http://members.aol.com/herownword/>

The **Knowledge Exchange Center of Rhode Island** serves non-profit and public service organizations by providing professionals with resources to carry out their missions. Although concerned with topics much broader than career development, the Center does have information which would be of interest to many educators and community agency staff. If you wish to receive their newsletter, the *Information Exchange*, send an email to executivedirector@kec.necoxmail requesting to be added to their e-list.

Get Involved in No Name-Calling Week: ASCA and numerous other education, mental health and youth organizations have joined forces to address the problem of name-calling and verbal bullying. From Jan. 24-28, 2005, schools serving grades five through eight will take part in a week of educational activities aimed at stopping name-calling and creating safer schools. Visit www.nonamecallingweek.org to register your school and receive educational materials.

National Governors Association's High School Initiative. In an effort to allow every student to graduate better prepared either for college or a successful career, the National Governors Association (NGA), recently launched a yearlong national initiative, *Redesigning the American High School*. More information about this initiative can be found at: www.nga.org/chairman04

Do Kids Care About High Growth Career Fields? A Job Shadow/Harris Interactive poll reports that more than half (51 percent) of teens have no interest in pursuing the top five fastest growing career fields. A 2003 Junior Achievement poll reports that nearly 13 percent of teens selected "business person" as their ideal job, twice the number who selected "doctor" (6.5 percent), and "computer field" (4.9 percent). www.ja.org/files/polls/Kids_Careers_2003.pdf

Are Math Exams Too Easy? A new report from the Brown Center on Education Policy at the Brookings Institution finds that math items on the National Assessment of Educational Progress (NAEP) often require skills that are several years below grade level. The findings cast a disturbing light on recent highly publicized math gains as measured by the NAEP assessment. The analysis of the difficulty of the math items at fourth and eighth grade demonstrates that the NAEP test fails to assess essential skills that are required for success in algebra and higher math. www.brookings.edu/gs/brown/bc_report/2004/2004report.htm.

Latino Youth Finishing College. This new study from the Pew Hispanic Center finds that the white/Latino gap in finishing college is larger than the high school completion gap. The study reveals that Latino undergraduates are at a disadvantage in competing for college degrees because of two important factors: many Hispanic undergraduates disproportionately enroll on campuses that have low bachelor's degree completion rates, and they have different experiences than white students even when they enroll on the same campuses. www.pewhispanic.org/page.jsp?page=reports

The Myers-Briggs Type Indicator Basic Qualification workshop may be offered in Rhode Island if enough persons are interested. If you would like to know more, contact Deanna Payette at 277-5015.



Upcoming Events... of Interest to Career Development Professionals

Feb. 2, 2005 National Groundhog/Job Shadow Day

Feb. 7-11, 2005 National School Counseling Week

March 16, 2005 Improved Career Decision-Making (ICDM) workshop

May 13, 2005 CT Learns & Works conference -
www.ctdol.state.ct.us/ctlw

May 20, 2005 RISCA Spring Conference

July 12, 2005 Summer Career Development Facilitator(CDF) class begins; 8:30-4:00 Tuesdays and Thursdays through August 18

Watch the CRN web site, www.dlt.ri.gov/crn, for announcements of other training events.

What Interests You?

www.bls.gov/k12/index.htm



This web site provides a tool for exploring occupations based on the user's interests. From the opening screen the user selects from a list of school subjects (reading, math, science, etc.) or activities (managing money, helping people, etc.). This brings up a screen with five or six related occupations. Clicking on an occupation brings up information on the occupation which fills about two pages when printed. Topics covered are:

What is this job like?	What about the future?
How do you get ready?	Are there other jobs like this?
How much does this job pay?	Where can you find more information?
How many jobs are there?	

Although the total number of occupations in the site is less than 70, the text under "other jobs like this" lists numerous other jobs and provides a link to the Occupational Outlook Handbook as a source of information.

The site also includes a Teacher's Guide.

This site is not a substitute for the extensive information on over 600 occupations in the Choices programs. It is a good tool for exploring occupations and becoming acquainted with the kind of information available about them.

Do you have comments or suggestions on the contents of our CRN News Corner? Do you have information you'd like us to publish?
If so, please contact us at: Career Resource Network, Thomas Culhane, Career Resource Network Manager,
(401) 462-8790 phone, (401) 462-8766 fax, tculhane@dlt.state.ri.us, email, www.dlt.ri.gov/crn web site